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ABSTRACT

Two studies on reintegration of behaviorally disordered (BD) students into general education classroom are presented. Part I, by S. Huntze, considers five basic assumptions underlying the concept of reintegration and the following five areas that need to be considered when matching student and classroom environment: physical setting, academic programing, teacher-student interaction, peer attitudes, and personnel attitudes. In addition, five phases of the reintegration process are examined: (1) information on student/environment fit is incorporated into the individual education plan (IEP); (2) classroom selection is made at the time of the IEP staffing; (3) the student is kept involved in the general class environment; (4) the time the student spends in the general education classroom is gradually increased; and (5) the student achieves the exit criteria, and reintegration becomes total. Questions to ask when gathering information about the teacher-student verbal interaction variable are included. Part II, by R. Werner, Jr., describes procedures and concepts helpful to special education personnel in planning for the re-entry of BD students from a restricted, separate placement into the regular school program. Attention is directed to systematic planning by the special education teacher, preparing the parents, preparing the regular class teacher, and preparing the student. It is emphasized that the special educator should prepare written descriptions of the history and current status of the BD student to aid the general education teacher. Examples of various formats for reporting this information are included. (SEW)

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MONOGRAPH SERIES in BEHAVIOR DISORDERS

Monograph 4:

Reintegrating ...

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Midwest Regional Resource Center
Drake University
Des Moines, Iowa

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Monograph 4:

Reintegrating Behaviorally Disordered Students Into General Education Classrooms

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and

Roland J. Werner, Jr.

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This monograph is designed to provide teachers and administrators with information on behaviorally disordered students. It is one of a series of seven. The other monographs in the series are:

1. Myths of Behavioral Disorders
2. Developing a School Program for Behaviorally Disordered Students
3. Establishing a Program for Behaviorally Disordered Students: Alternatives to Consider, Components to Include and Strategies for Building Support
4. Reintegrating Behaviorally Disordered Students Into General Education Classrooms
5. Positive Approaches to Behavior Management
6. Practical Approaches for Documenting Behavioral Progress of Behaviorally Disordered Students
7. Excerpts from: Disciplinary Exclusion of Seriously Emotionally Disturbed Children from Public Schools

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REINTEGRATING BEHAVIORALLY DISORDERED STUDENTS INTO GENERAL EDUCATION CLASSROOMS

Part I

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Introduction

Every teacher of behaviorally disordered (BD) children and youth knows too well the difficulty of reintegrating his/her students back into the general education class once the student has been either totally or partially separated from it. Effective reintegration is probably the weakest link in a student's individual service continuum of referral - evaluation - placement - service - reintegration. Unfortunately, all that has gone before, i.e., appropriate referral, complete multi-disciplinary evaluation, appropriate placement and good teaching, can be quickly lost when reintegration is not successful. If previous efforts with a student are going to prove effective over the long run, reintegration must be dealt with in an organized and thoughtful fashion. This chapter will attempt to provide teachers of BD students with a practical set of guidelines and procedures for reintegrating their pupils into general education classes. Although many teachers bemoan, in retrospect, the "failings" of the general education class to meet the needs of the reintegrated behaviorally disordered student, good analysis and planning prior to reintegration can avoid many potential problems. The ones that do occur can be analyzed and remediated in the reintegration follow-up before the problem becomes unmanageable.

Assumptions

There are five basic assumptions underlying the concept of reintegration. They are:

1. Reintegration is a systematic and gradual process. An identifiable set of considerations and progression of events are involved in reintegrating behaviorally disordered students into general education classes. Each of these considerations should be analyzed and appropriate decisions made regarding each during the reintegration process. Reintegration is not a final step in a student's service continuum, but a process which begins many weeks, and usually months, prior to the actual physical movement of a student from one environment to another. It usually begins long before a teacher knows when the student will be totally reintegrated and proceeds in a slow and gradual fashion through the student's physical move to the general education class.

2. Reintegration can be addressed on an individual or district-wide basis. The processes discussed in this chapter could be adopted and used by a district for all its behaviorally disordered students. However, they are equally viable for use by an individual teacher or building.

3. Reintegration is applicable across categories of handicapping conditions. While the focus of this chapter is on behaviorally disordered students, the processes are useful ones for any handicapped student who is to be reintegrated into the general education class.

4. Effective reintegration requires an ecological perspective. Students and their environments must be suited to one another. Successful reintegration occurs when the general education class environment and the student's needs are well matched. Just as it cannot be expected that a general education classroom will totally reorganize its structure to meet

the needs of a behaviorly disordered student who is being reintegrated, so it cannot be expected that the student must be totally "reshaped" to suit a given static environment. Some change on both sides will result in a student/class match without unreasonable demands on either.

5. Five areas need to be considered when creating a match between the student and the classroom environment into which he/she is being reintegrated. The five areas are physical setting, academic programming, teacher-student interaction, peer attitudes, and personnel attitudes.

Area 1. Physical Setting

General education classrooms display a variety of physical attributes. Students display a variety of preferences or needs in terms of physical attributes. Once a general education class has been selected, both the student and classroom should be examined to see how well they are matched along physical setting variables. For example, a given class may contain thirty-five pupils. For some behaviorally disordered students, this will not present a problem. For others it would represent a poor match since the student does not learn or behave well in large group settings. If this is the case, what are the options? There are several:

If the teacher wishes to help the student change, she/he might

- within the special class environment, gradually increase the number of students the student in question interacts with.

If the teacher wishes to change the general education class, she/he might

- ask the teacher to consider a physical reorganization of the class which would result in smaller groups of students in one proximity. For example, rather than thirty-five students in five rows of seven as one large group, the room could be organized into seven small circles. Each would have five students in it - a much smaller immediate environment.

- ask the teacher to place the student in a section of the room that limits the sense of group size, i.e., front corner or on a side row.

- select another class with fewer students.

Any of these options or a combination of them will facilitate the student/environment match.

Another example of a physical setting variable is the placement of the teacher's desk. For instance, his/her desk might be in the back right corner of the room and the students' desks in a large circle in the room's center. The behaviorally disordered student in question needs proximity control.

If the teacher wants to modify the student's behavior, she/he might

- during the course of special services, work with the student to gradually decrease his/her need for proximity control.

Changes in the classroom might involve

- asking the teacher to change his/her room arrangement.

- asking the teacher to frequently walk by the behaviorally disordered student or stand near him/her.

- selecting a different class whose physical arrangement facilitates proximity control.

An appropriate match of physical setting variables between the student and the new environment can reduce the likelihood of some behavioral problems and "head off" others. Physical setting is too often seen as a "given;" when, in fact, it is very changeable and often one of the simplest

factors to alter since it is relatively nonthreatening to all parties. Figure 1 lists some other physical environment variables to consider.

Figure 1. - Physical Setting Variables

1. Familiarity/Comfort
2. Size
3. Grade Level
4. Noise Level
5. Seating Arrangements
6. Time of Day
7. Room Relation to Building Facilities
8. Socio-Economic Status

Area 2. Academic Programming

Great variety exists in the manner in which teachers arrange and present academic material to students. An equally great variety exists in the manner in which students best receive academic material. Figure 2 details some of the most basic variables to consider when trying to achieve a student/environment match in the area of academic programming.

Figure 2. - Academic Programming Variables

1. Scheduling

2. Teacher/Learner Style
   a. instructional strategies (grouping, station approach, one-to-one instruction, etc.)
   b. instructional methods (questioning techniques, goal planning, class discussion methods, lesson organization, etc.)
   c. communication style (questioning - direct, simple, complex; small group or large group directed, etc.)
   d. "traffic regulation" system (entering and leaving room, transit to and from recess, restrooms, other classes, in-room movement monitoring, etc.)
   e. assignments/homework system (difficulty, length, simple, complex, daily feedback, etc.)

3. Instructional Materials
   a. content
   b. modality
   c. sequencing
   d. format

For example, consider "Teacher/Learner Style," a major variable, of which "communication" is one aspect. If a teacher gives a class verbal multi-step directions and the behaviorally disordered student has difficulty following more than two-step directions, what options exist for achieving a match?

If the teacher wishes to change the student's behavior, she/he might

- increase the student's ability (via specific interventions in the special class) to remember multi-step verbal directions.

If the teacher wishes to try to change the general education class, she/he might

- ask the general education teacher to mimeograph directions and distribute them to the class.

- list directions on the board.
- arrange for the student or teacher to tape record the directions and play them back as needed.

Again, any one or a combination of these options can create the needed match.

An additional example relates to the major variable of "Instructional Materials." Perhaps the text is in a format which is confusing for a distractable, behaviorally disordered student. Matching options for changing the student include

- having the student begin work in that text while still in special services in order to build familiarity and tolerance for the format.
- modifying the text by copying and reorganizing the material, adding visual cues to focus attention appropriately, and/or adding screens which permit the student to view only a portion of the text.
- taping the text.

Most teachers of behaviorally disordered students are adept at altering academic programming variables to meet individual student needs. By altering student behavior and adapting programming variables, a good match is not too difficult. The problem often lies in rigid thinking, i.e. "that is the way the text is" as opposed to "how can we change the text?"

Area 3. Teacher-Student Interaction

A complex and threatening area of concern is teacher-student interaction. How teachers and students interact is at least as important, and often more important, than the physical setting or academic programming variables. The variables listed in Figure 3 are only some that need to be considered.

Figure 3. - Variables in Teacher-Student Interactions

1. Preparation

2. Organization

3. Verbal Interaction
   a. reinforcement (enthusiasm, encouragement, praise)
   b. sanctions (corrections, punishment)
   c. feedback (amount and timing)
   c. miscellaneous:
      - amount (excessive, not enough, irrelevant, concise)
      - voice tone (emotions conveyed)
      - modeling
      - instructions
      - cueing

4. Non-Verbal Interaction
   a. reinforcement (smiles, touches, pats)
   b. non-verbal sanction (frowns, removing work)
   c. feedback
   d. miscellaneous:
      - room movement
      - scanning
      - posture
      - instructions
      - cueing
      - modeling

5. Behavior Management Interaction
   a. does teacher have methods of: maintaining behavior
      building behavior
      increasing behavior
      decreasing behavior
      (i.e., class rules, verbal, non-verbal strategies)
   b. do the methods: match the child's needs
      match environmental needs
   c. are the methods: applied consistently
      evaluated for effectiveness
      followed through on

Verbal interaction is an important variable. Reinforcement is one type of verbal interaction. For example, consider a general educator who does not give positive reinforcement for progress in completion of tasks. The behaviorally disordered student in question has a high need for reinforcement in order to stay with a task through to completion.

Options for changing the student include

- designing a behavior program in the special class to reduce the student's need for reinforcement prior to completion of a task.
- teaching the behaviorally disordered student to take the initiative and ask "Is this right?" at set intervals.
- having another student provide reinforcement on a permanent or temporary basis.

Changing the class include

- asking the teacher to increase his/her reinforcement level.

Some combinations of these options should result in the desired match between the amount of reinforcement an environment produces and the amount or type a student needs.

Area 4. Peer Attitude

One of the most devastating problems of reintegration is the often negative attitude of peers toward the student. For example, if a behaviorally disordered student with a high need for acceptance by peers is faced with reintegration into a class in a small school where all the students know him/her and his/her past behaviors and have developed negative attitudes which they express by teasing, insults, laughing, and isolation, there is an obvious mismatch. However, obtaining a

match is imperative for a successful reintegration. Options are difficult, but possible.

Some possibilities for changing the class are to

- place the student in a classroom with a teacher who is not negative about the student and will regarded by the non-behaviorally disordered classmates. Research indicates that teacher perception of a student is highly correlated to classmate perception. Further, if the teacher is well regarded by classmates, there is a reduced chance of "backlash," i.e., "the teacher likes the behaviorally disordered student, but this teacher is strange, too."

- initially, reintegrate into classes where there is the least opportunity for inappropriate behavior and the most opportunity for positive recognition. A subject, i.e., art or math, at which the student excels is a good bet. Once classmates view strengths, they will be more likely to tolerate deficits.

- bring a few classmates, ideally one or two sociometric "stars," and the behaviorally disordered student together on "neutral ground." For example, making posters for the school carnival, working on a library committee, or working a booth at a PTA event under supervision of a teacher who understands the purposes of such an activity can have positive carryover when the student then shows up in a civics class.

The "type" of behaviorally disordered student is also a critical factor in peer attitude variables. For some types of problems, autism might be an example, direct information sharing by the special or general education teacher with the new classmates about the problem is often valuable. Knowledge can create understanding, and it is often possible to enlist classmates' help in consistent responses to inappropriate behavior. For other students, classroom preparation must be more subtle, as in the previously listed options.

Area 5. Personnel Attitudes

Many times, reintegration of behaviorally disordered students has proved unsuccessful because of negative attitudes by receiving teachers, aides or the others in the building. For many behaviorally disordered students involved in the tricky business of "reassimilation," not helping them is the same as hurting them. Many disasters can be avoided if all personnel who come into contact with the student are adequately prepared. Lunch room monitors, custodians and building secretaries can prove as critical as the general education teacher. Two principles to consider to achieve a match between the atmosphere created by building personnel and the needs of the behaviorally disordered student are

- sharing knowledge. It is too late to reverse the damage caused by a lunch room monitor who humiliates a behaviorally disordered student recently reintegrated. The monitor should have received knowledge prior to the student's reintegration. That knowledge should include: (1) that the student will be there, (2) what, if any, problems are likely, (3) how to handle problems, (4) where to go with questions. This knowledge is vital to all persons who will come into contact with the behaviorally disordered student.

- following up and offering assistance. The assumption that "all is well if I don't hear otherwise" has also been responsible for the decline of many reintegration experiences. Part of reintegration is systematic, timely follow-up of the behaviorally disordered student. Building personnel will respond more positively to the student if there is an awareness that assistance is available. Early problem solving can head off many major problems.

Additional Comments

Not all, or even most, of the sample variables in the five concern areas will require matching. For any given student, most will not be a

problem. The key is simply to be sure that each area has been adequately considered and that variables which are not well matched are listed, assigned a priority, and addressed. The IEP staffing is the reasonable place for such activity. However, if planning is not accomplished in that setting, it can easily be completed in a less formal one, such as the special and general education teachers together in an informal session. Not all desired matches can be achieved. However, if the most important ones have been determined, then planning effort can be expended on those.

Care must be taken <u>not</u> to think of these areas of concern and the variables as a "checklist" to complete just prior to reintegration. Consideration should begin at the time when the general education class is selected, which occurs at the very least several weeks prior to the beginning of the reintegration. It is useful to select the return environment at the time of, or shortly after, the initial IEP conference. This allows maximum opportunity for achieving a gradual match between the student and his/her new classroom. It also introduces joint ownership of the problem at earlier stages. Rather than creating an attitude of "problem child put in a good environment," two parties are working toward achieving a match. If general educators are approached in this fashion, the likelihood of cooperation is greatly increased. In instances where cooperation is not readily forthcoming, the matching approach still helps identify areas where assistance will be needed, and the type of assistance needed.

Because the student has had behavior identified as being his/her problem, there is often the assumption that most of the change necessary to achieve the "match" should be on the part of the student. While there is some logic here, there are numerous cautions. Some behaviorally

disordered students behave inappropriately in all environments and are in need of a great deal of individual change in order to "meet" environmental expectations. However, even the most difficult student is better in some environments than others. Knowledge of these differences can be used to change environments to "meet the student part way."

The Process of Reintegration

The process of reintegration presented below is an "ideal" one. There is always some hesitation to use the word "ideal" for fear readers will automatically assume that "ideal" cannot mean practical. That is not true in this case. This plan is practical, and can be used in "real" situations, and when used as presented, actually reduces many of the problems usually associated with reintegration. Every school environment is unique. Ideas totally unworkable in some schools, are easily achieved in others and vice versa. Thus, the process presented here includes components of an "ideal" reintegration process. Individual teachers will easily be able to adapt and chose the steps most viable for their school environment. For the sake of clarity, the steps have been numbered. In practice, there are not necessarily such discrete breaks between different phases of the reintegration process.

1. Information on student/environment fit is incorporated into the IEP. Reintegration ideally begins when the individual education plan (IEP) is written for the behaviorally disordered student. Information gathered when the student is being evaluated concerning student/environment matches and mismatches in the areas of physical setting, academic

programming, teacher-student interaction, peer attitude, and personnel attitudes is excellent information to incorporate into the IEP. It can document the need for student change and environmental requirements. It may also help structure the IEP team's thinking concerning appropriate goals and objectives for the student and the reintegration environment. An example of the types of questions that could be asked to gather this type of information is in the Appendix.

If there is enough information for the IEP team to determine that a student needs special services to assist with behavioral problems, then there is usually also enough information to determine at what point the student will no longer need services. At the time a student is placed in special services, a consensus should be developed as to what behaviors will signal that the need for special services is decreasing or has ended. An appropriately written IEP speaks to this issue. At the time of placement, the IEP team agrees that as certain goals are met, less "special" services are needed. Eventually, enough goals are met to warrant the gradual cessation of special assistance.

2. Classroom selection is made at the time of the IEP staffing. As stated earlier, the very best time for selecting the reintegration environment is at the time of placement. At least some reintegration of the student will begin immediately or quite soon after his/her placement into special services. This early selection does three things: 1) it creates an immediate joint ownership of the problem. General education is not "getting rid" of the student nor is special education "taking" the student. Instead, joint efforts have been made to alter the behaviorally disordered student's program. 2) It allows for early assessment of

student/environment matches and thus focuses efforts in needed areas; and 3) the student may never break entirely with the general education environment and thus can simply increase his/her time there rather than having to re-enter. This early selection is most easily achieved in situations where placement in special services is made prior to March and where special services are in the same building as the regular environment to which the child will return. Early selection can, and does, work in cross-building situations, but requires more logistical planning. When placement is made during or following March, the environment of total integration will probably be at a higher grade level. This is appropriate and should not interfere with the student's continued contact with his/her peers and some early contact with the new teacher. For severely involved behaviorally disordered students, whose total reintegration is probably more than two years off, ongoing contact should be maintained with referring class peers until such time as a final reintegration selection is made.

As indicated, the student should reintegrate into the same classroom from which he/she was referred when it appears that suitable student/environment match can eventually be achieved. This reinforces the joint ownership concept since the referring teacher enters into a team effort to help the student. In some situations when not enough matching can occur with the referring room, another environment should be selected.

Whether the selected reintegration environment is the referring class or a different class, several selection factors should be considered. The criteria listed below are assets to look for in selecting a reintegrated environment. Few classrooms would meet all or even most of these

criteria. Realistically, therefore, selection is made based upon which of the criteria are most vital to the needs of the student in question. Since teachers set classroom tone and because teachers' attitudes and opinions influence peer attitudes and opinions, some of the criteria speak to teacher attributes as opposed to classroom attributes.

a. The teacher should have a positive attitude concerning the student in question. This does not necessarily mean that the student is liked, but rather that there is a willingness to work with assistance to meet the student's needs.

b. The teacher in the reintegration environment should be willing to cooperate with team reintegration plans.

c. The teacher should have a positive attitude concerning "joint ownership" of the student and his/her problems and early reintegration.

d. Since environments and students will need to change, a flexible teacher is a necessity.

e. Class size should be small enough to facilitate having the teacher spend some time directly attending to the behaviorally disordered student.

It is important to remember that returning the behaviorally disordered student to the general education environment is one of the primary goals of special services. Too often a placement staffing is perceived as a "move," that is, leaving one classroom, one set of teachers, one type of learning, and going to a new classroom, teacher, and type of learning. This spoken or unspoken perception is a great enemy of reintegration. Once a student is "out" he/she no longer belongs. When one does not belong, reintegration is not perceived as returning but seeking entrance. Special educators effect this perception through their attitude and vocabulary. For example, a teacher of the behaviorally disordered does not "take" the student, but assists by providing some types of remediation, even if that remediation removes the child from his/her regular environment

for 90% of the day. Distinctions like this are not semantic games. They do, in fact, create a subtle but powerful influence.

3. Keep the student involved in the general class environment. The student should never lose all contact with the general class environment. If early selection has been made and the student is being reintegrated into the referring room, then the path is simpler. The student may be "removed" to special classes but remain in his/her own general education class for as much time as is appropriate. In a situation where the special services and the referring class are in the same building, contact can be maintained for an hour daily, an hour twice a week, and so forth. The best times for these contacts will be during general education class activities in which the environment and the student are best matched. If a cross-building situation exists, logistics may be difficult, but the need for continued contact is even greater. An additional valuable technique for maintaining contact is bringing one or more classmates from the general education environment to the special class for some activities. This is a seldom used technique which can be very effective if care is taken in the selection of the students.

Reintegration that begins at placement, i.e., all contact is never severed, does two important things: 1) both general and special education teachers are focused on the student/environment issues, a primary concern often lost when students are totally segregated from their regular environments, and 2) difficult problems resulting from total separation, i.e., the need to "prepare" the teacher, class, and behaviorally disordered student for a "new" experience are often avoided.

Selection of the activities in which the student continues to participate while in the general education class is critical. Some guidelines for this selection include:

a. Are the environment and the student matched during the activity? For example, a student who has difficulty with distractions in large groups will not be well matched to an activity in which the class is acting out how they feel to different kinds of music. The student may be well matched to that same activity if an aide is supervising a group of four in that activity. The student might also be well matched to a math games laboratory or a small group art task.

b. Activities should maximize the student's assets and minimize his/her deficits. All curriculum areas should be considered. Obviously, no student with a four year math deficit should begin contact with the general education class during math. However, curriculum is not the only consideration. A behaviorally disordered student who excels in art will not automatically succeed in all art activities. Specifics of the activity must be considered. The student should experience success and positive interaction.

c. Contact with the general education class should not be used as a reinforcer unless missing it is a natural consequence. Like reading or social interaction groups, contact with the general education room is a necessary part of the student's curriculum. Just as a teacher does not say, "I will teach you reading today only if you do well in math," so a teacher should not say, "You can only participate in your other class if you do well in reading." The obvious exception to this is if the student is not conducting him/herself in the general education class as appropriately as the other students in the class. If this happens, errors may have been made in the selection or timing of the contacts. Inappropriate contact is detrimental and should not continue.

d. Contact is useless if it must be forced on the behaviorally disordered student. It is better to wait a while and focus on the causes and remediation for his/her reluctance.

4. Gradually increase the time the student spends in the general education classroom. Time spent in the general education class should increase as success in the class occurs and as changes are made in

both the student and the environment to increase their compatibility. Ongoing communication between the general and special class teacher is essential, and can be handled in several ways depending upon district, building or teacher desires. Some options are:

a. Formal meeting times can be established. For example, the teachers might agree to meet once weekly for fifteen minutes to problem solve and determine next steps.

b. Problem solving can be informal and sought only as needed.

c. Daily contacts of five minutes.

Once the student has successfully accomplished several short activities in the general education classroom, the time has come to:

a. Increase the amount of time the student spends in that environment.

b. Tackle the subjects or times that will be more difficult for the student. Once a student is able to spend three hours in the general education classroom each day for two or three days a week, that time should be arranged in one block. This allows for more continuity for both students and teachers. Once mornings or afternoons are spent in the general education class, then the time can be gradually lengthened. At some point the behaviorally disordered student may spend most of the day in the class and come to special services for only an hour or two. The student should stay at a given level of reintegration until he/she is entirely successful.

   A note of caution is in order. The student should stay at a given level of reintegration until it is successful, not until it is perfect. A reasonable measure of success is that the behaviorally disordered student performs as do his/her peers, who seldom behave perfectly.

5. Reintegration becomes total when a student achieves his/her exit criteria. This step is less discrete than the others because the student will have been in the process of achieving that criteria as reintegration has progressed. When student and environment match,

that is, can function together again and have met IEP goals, then both student and environment have met their criteria.

6. Providing follow-up. The most often overlooked step in reintegration is follow-up. Communication among teachers on a regular and frequent basis must continue after full reintegration is achieved. This is true for all students, not just the more difficult ones. There are always some problems. General educators will be much more receptive of the student if consistent, meaningful assistance is offered. Just as the general education teacher did not "dump" the student at referral, so the teacher of the behaviorally disordered student should not "dump" the student at full reintegration. Daily contact between teachers is advisable until two problem free weeks have elapsed. Weekly contact is appropriate for one to two months following that. These days are, in some ways, more critical to the student than the full time special class experience. Don't skimp energy here. Every possible assistance should be offered to aid the general education teacher - short of beginning or increasing special class time again.

Reducing the Problems of Reintegration

Use of a reintegration process, such as the one described, reduces many problems usually associated with reintegration. Those problems are listed below with a brief discussion on their reduced impact using a student/environment match approach to reintegration when the referring environment is also the reintegrating environment and when the student never experiences a complete break with the classroom.

1. There is a reduced need for the delicate business of "teacher preparation." When a classroom and, therefore, a teacher is selected who has had no previous contact with the student, there are a variety of difficult tasks which accompany that selection. Someone, usually the teacher of the behaviorally disordered student, must: a) explain to the selected teacher why he/she was chosen; b) gain the teacher's willing participation; c) convince the teacher that undue work is not involved; d) generate enthusiasm for the reintegration; and e) assure that adequate assistance will be available. These are difficult and time consuming tasks, but without them, reintegration is probably doomed.

2. There is a reduced need for peer preparation. Creating an accepting environment for the reintegration of a behaviorally disordered student is one of the most baffling problems faced in reintegration. Peers may view the behaviorally disordered student as an outsider. Indeed, when all contact is severed, the behaviorally disordered student becomes an outsider who must be assimilated. Thus, in addition to all the other problems, the behaviorally disordered student has "new kid" status to overcome.

3. There is an ongoing sense of the behaviorally disordered student's belonging created by joint ownership of the remediation process and ongoing contact among general and special education teachers.

4. Adjustment of physical setting, academic programming, and teacher-student interaction which always occur in reintegration have already been dealt with on a gradual basis as the behaviorally disordered student made the gradual move toward total reintegration.

This philosophy of reintegration should be compared to the more traditionally used reintegration processes of total removal from regular contact, "curing" the student, returning him/her to the general education class, and problem solving intensely for several weeks. Although some aspects of the reintegration process presented herein may, and are, time consuming, so were aspects of the more traditionally used reintegration process. Both processes take time and energy on the part of the teacher of the behaviorally disordered student. Differences between the two approachs are:

1. The point in the process that demanded time. The process presented herein requires more time in the early stages, whereas the traditional process requires more time in the final stages.

2. The process presented herein is less traumatic for all parties - the student, special and general education teachers.

3. The process presented herein is more successful. By the time full reintegration is achieved, the behaviorally disordered student has become a full and comfortable member of the new classroom, as opposed to still being "in limbo."

The same reintegration process is as viable for reintegration environments in separate buildings as it is for environments in the same building. However, the logistics will be more of a problem.

Modifications of the Reintegration Process

Recognizing that districts, buildings, teachers and students have varying needs, capabilities, and restraints, some modifications to this process are briefly discussed below. One modification might include these steps:

1. Multi-disciplinary evaluation of a referral proceeds without attention to student/environment match variables.

2. Placement in a class for the behaviorally disordered is decided upon and all services and contact with the general education environment ceases.

3. Within two to three months of placement in a program for the behaviorally disordered, reintegration begins. This decision is made by the behaviorally disordered student's teacher or by any district or building process designated for that purpose. At this time, it is necessary to:

    a. Select a reintegration classroom employing the guidelines outlined in step two of the ideal reintegration process.

    b. Evaluate the student and the selected environment according to the areas of concern and variables previously discussed.

    c. Begin remediation and/or change for both student and environment in order to begin the matching process.

4. Begin reintegration in selected room. Due to the break in contact, the behaviorally disordered student, selected teacher, and peers will need preparation as discussed in the summary of the ideal process.

5. Complete steps four, five, and six, as outlined in the ideal process.

Conclusion

Reintegration must be a systematic and organized process if it is to result in effective return of behaviorally disordered students to general education classes. Haphazard, case-by-case reintegration processes deprive behaviorally disordered students of the best possible chance to return successfully to mainstream general education. Reintegration is individualistic in that student needs, acceptable environments,

problem solving, readiness for more reintegration, and so forth can only be addressed on a case-by-case basis. However, the framework for reintegration should not be individualistic, but rather grounded in sound concepts that speak to the needs of behaviorally disordered students.

APPENDIX

Questions to Ask When Gathering Information About the Teacher-Student Interaction Variable (Area 3)

Student's Behavior	Environmental Description
Verbal Interaction	Verbal Interaction
1. Does student make positive remarks about the class? His/her work? His/her teacher?	1. Level of positive reinforcement the teacher displays: verbal enthusiasm
2. Does student respond to positive reinforcement? How?	verbal encouragement for hard tasks
3. Does positive reinforcement appear to help student perform?	verbal praise to entire class
4. Does student notice feedback? How does he/she respond?	verbal praise to individuals
5. What voice tone and level does he/she use in speaking to the teacher? To other students?	verbal praise to child
6. Does the student talk at appropriate or inappropriate times?	2. What reinforcement techniques does the the teacher use?
7. Does the student verbally refuse to obey?	3. Feedback: How?
8. Does the student verbally tease, insult, jeer, etc. at teacher? Classmates? Other school personnel?	How much? When?

Student's Behavior	Environmental Description
9. Does the student appear to model from peers?	4. What is the teacher's voice tone? Level?
10. How does the student respond to instructions?	5. Does the teacher utilize verbal modeling? Is it effective?
11. Does cueing seem effective with the student?	6. Are teacher's comments to class relevant and concise?
12. Does the student express: anger pride acceptance sense of humor love sadness How?	7. Are instructions to class: appropriate? clear? in sequence? given at correct time? complete? 8. Is teacher's overall emotional tone: anxious / short tempered quiet / pleasant relaxed / indifferent courteous / cheerful shouting / fair self-assured / neutral

Student's Behavior	Environmental Description
Additional remarks and observations:	9. Does teacher reveal feelings of: anger pride love fear acceptance sense of humor sadness 10. Does teacher acknowledge errors? Cover them? 11. In discipline, does teacher: make expectations clear? follow through on consequences? talk over behavior (clearly, angrily, matter-of-factly, interpreting the student's motives and/or feelings)? elicit commitment to improve? hold student responsible for behavior? accept peer word as proof of guilt? 12. What sanctions are utilized in the classroom? How often?

Student's Behavior	Environmental Description
Additional remarks and observations:	13. What are your evaluations of sanctions? appropriate too harsh too lenient immediate delayed effective 14. Does teacher cue children to correct behavior? 15. Did teacher direct all "comings and goings" of special deals? Additional remarks and observations:

REINTEGRATING BEHAVIORALLY DISORDERED STUDENTS INTO GENERAL EDUCATION CLASSROOMS

Part II

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Introduction

The purpose of this chapter is to describe procedures and concepts helpful to special education personnel planning for the re-entry of behaviorally disordered (BH) students from a restricted, separate placement into the regular school program. These techniques should be discussed as school personnel, the parent, and the student (when appropriate) participate in the development of the individualized education program (IEP).

For a student to be eligible for placement in an educational environment separate from his/her peers, he/she must be "seriously behaviorally disordered." In Public Law 94-142, that term is defined as follows:

> ...a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
>
> a) an inability to learn which cannot be explained by intellectual, sensory, or health factors;
>
> b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
>
> c) inappropriate types of behavior or feelings under normal circumstances;
>
> d) a general pervasive mood of unhappiness or depression; or
>
> e) a tendency to develop physical symptoms or fears associated with personal or school problems.
>
> The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed (P.L. 94-142).

These aberrant behaviors must have persisted over a substantial period of time in the child's normal setting and must have had a significant negative influence on the student's academic performance.

Placement in a restricted educational environment is intended to provide intense special education services to the seriously behaviorally disordered student. Placements of this kind are not permanent. Special services the student receives in the restricted environment provide him/her with techniques necessary to help normalize the aberrant behaviors that caused separation from his/her peers. In addition to providing support the student needs to regain control over inappropriate behavior, the separate placement reinforces growth in educational skill areas lost during the period when behavior interfered with normal learning.

Special education personnel who are responsibile for the seriously behaviorally disordered student's program should begin to plan for the student's return to the general education program as soon as the student is placed in a restricted placement. From the outset of a student's placement in the restricted environment, all parties must accept, as a goal, return of the student to his/her regular educational environment. A conscious plan of action will assure that all personnel involved in the student's program realize that return to the general education program is the purpose of the restricted placement.

Preparing Yourself

It is important that special education personnel clearly understand the real issues in the process of re-entry and objectively manage it. Seriously behaviorally disordered students are not candidates for student council, class officer or football team captain. Often, peers reject seriously behaviorally disordered students; teachers and administrators may take the same position. Special education personnel sometimes become the sole advocate for the handicapped student.

Prepare yourself for a variety of attacks. It isn't popular advocating the return of a student who isn't liked or wanted by school personnel or students. Knowing in advance that you will be subjected to criticism and that your personal and professional judgment will be questioned is important. Emotions run deep; philosophical tenets are strong and well-established. Students who exhibit aberrant behaviors have little support from classroom, administrative or support personnel. For special education personnel to maintain a professional and positive position in this environment is sometimes difficult.

With this in mind, special educators should begin the process of re-entry into the general education program through systematic planning. The following items should be written and, as the program develops, reviewed frequently:

1. Goals - What are the final or ultimate ends of the re-entry process?
2. Objectives - What, specifically, do you intend to achieve and when will you achieve it?
3. Activities - How will you get from where you are now to where you want to be?

Carefully examine the variety of activities you can use to achieve your objectives. Consider that such variables as personalities, politics, resources and unforeseen barriers may require you to choose different activities.

4. Implementation- How well are the specific activities working? Do you need to adjust your tactics? Did you not recognize some important items that you must consider before proceeding?

5. Evaluation - How well did you do? Did you achieve your goals? Did your set of activities consider variables that were important and helpful? What did you forget? How would you have done it now that you know the outcome of your planning?

You might want to dismiss this process as something you do everyday. Yet, unless you are prepared, the chances of success decrease and you may reduce the student's chance for re-entry.

Preparing the Parents

Education does not occur in isolation. Active involvement and support from parents and family can assist seriously behaviorally disordered students in achieving success in the general education environment. The parents and family of a seriously behaviorally disordered student receive the full impact of the student's aberrant behaviors during non-school time. Special education personnel need to take the initiative to begin discussion with the parents and family regarding how the family can support the plan for re-entry into the general education class. The goal of this planned activity is positive and active support by the family toward re-entry. Without active and positive family support, re-entry could be doomed from the beginning.

Full knowledge and awareness on the part of the family can assist the student during times of instability and uncertainty.

If parents support the project, special education personnel should seek their active involvement. As the special education personnel begin the written plan for re-entry, they should identify areas which will require active parental involvement. Such activities as contacting a building administrator to inquire about the rationale for restricted placement and when their child will return to the general education environment can put direct pressure on the staff for action.

Parents should be apprised of the special education staff's entire plan for re-entry. Causal knowledge of the sequence of events or partial understanding of the entire plan can make the parents appear only partially interested in the re-entry process. Preparation of the family as full partners in the program for re-entry can pay dividends when the activities are implemented.

The special education personnel should be prepared for the questions that parents and family may ask as they participate in the re-entry program. These questions are often asked:

- How long will Tom be going to school at _____?
- What will make his behaviors better?
- What techniques work at school that I can use at home to control Tom's behavior?
- Tom's impossible to control at home, what should I do?
- Why can't Tom go to his regular school?
- I need help. Can anyone come to our house and talk with all of us?
- Why are all the teachers after Tom? His behavior is fine at home.

- I know Tom acts just like I do sometimes. What's so bad about that?
- Weren't you ever in trouble at school? All they are doing is discriminating against us!

In addition to planning for the re-entry of their child into the general education program, parents can participate by charting behavior, observing their child during times when no pressure is being exerted and by counseling and preparing him/her for re-entry. Teaching parents to chart, observe and counsel can be a part of the re-entry plan. Making sure that the family is supportive and actively participating is the responsibility of special education personnel.

Preparing the Classroom Teacher

The historic axiom "Accentuate the Positive" should guide the interaction and communications between the special and general education teacher about the return of the behaviorally disordered student. A planned sequence of activities on the part of the special education teacher must be developed in order to achieve the objective of the general educator's acceptance of the child into the classroom, at least on a part-time basis.

Research data has been collected which describes the tolerance levels of general education teachers concerning various types of student behaviors which are least acceptable. Behaviors such as cruelty, dishonesty, aggressiveness, stealing and temper tantrums are considered serious problems. Review of research also disclosed that inappropriate behaviors which involve peer relations or violations of school authority were considered serious. These behaviors include spitting at peers,

spitting at authorities, possession of weapons for use against authority, throwing objects at authorities, and stealing from peers (Yard and Thurman, 1980, 175-187).

Special education personnel should not expect general educators to manage serious, anti-social or aggressive behaviors that disrupt the general education program. The IEP team should expect that the student will begin to return to the general education environment only when serious behaviors are under control and there is adequate documentation of that fact.

The building principal and other school personnel play an important role in the strategy of re-entry. Recent research suggests that most building principals may maintain a neutral position regarding serving handicapped children (Cline, 1981). While negative stereotypic attitudes may not be held by the building principal, maintenance of building discipline and staff morale may be an important priority. If aberrant behaviors which cause restricted placement interfere with good school discipline, they must be controlled (and documentation of that control must be available) to assure cooperation of key building administrators.

Staffing the Behaviorally Disordered Student for Re-Entry

Planning activities which culminate in re-entry of the behaviorally disordered student in the general education environment must be initiated by responsible special education personnel. Student's strengths must be discussed with general educators in a positive manner. Special education personnel must substantiate that the behaviorally disordered student can maintain normal behaviors over extended periods of time in a

variety of situations and circumstances that exist in general education classrooms. Most important, appropriate behavior must occur concurrently with adequate educational performance in the general education class. The manner in which special educators deliver re-entry information to general education classroom teacher is crucial. Preparing an accurate and descriptive picture of the historic and current status of the behaviorally disordered student is extremely important. Various formats of presentation are available and should be chosen to "Accentuate the Positive." Some examples are outlined in Figures 1. and 2.

Figure 1.

Student: _____ Current Placement: _____

Date: _____ _____

Previous Presenting Problem	Current Status
1. Billy has uncontrollable temper tantrums that culminate in long crying spells 5-8 times per day.	1. Billy has had only 1 temper tantrum this week. It lasted only 1 minute.
2. Billy throws all materials out of his desk 6-8 times a day.	2. Billy is proud of his material. He hasn't thrown it out of his desk in 6 weeks.
3. Billy attacks the teacher with his fists and kicks out without provocation at least 10 times a day.	3. No abusive/violent behaviors observed in 4 weeks.
4. Billy used abusive language without provocation at least 10 times daily.	4. Billy's language is better controlled. Abusive language has occurred twice in the last 2 weeks.

Figure 2.

Student:_____ Current Placement:_____

Date:_____ _____

1. Previous Presenting Problem. . Uncontrollable temper tantrums that are threatening to teacher/students.

   Current Status . . . . . No temper tantrums in 4 weeks.

   Management Techniques for General Education Class. . . . Know areas of frustration; prepare Billy for frustrating, difficult events well in advance; Billy works with teacher aide during math and spelling, when tantrums took place.

2. Previous Presenting Problem. . Abusive and inappropriate language directed at the teacher, peers or persons in close proximity.

   Current Status . . . . . Last outburst of abusive language took place 6 weeks ago.

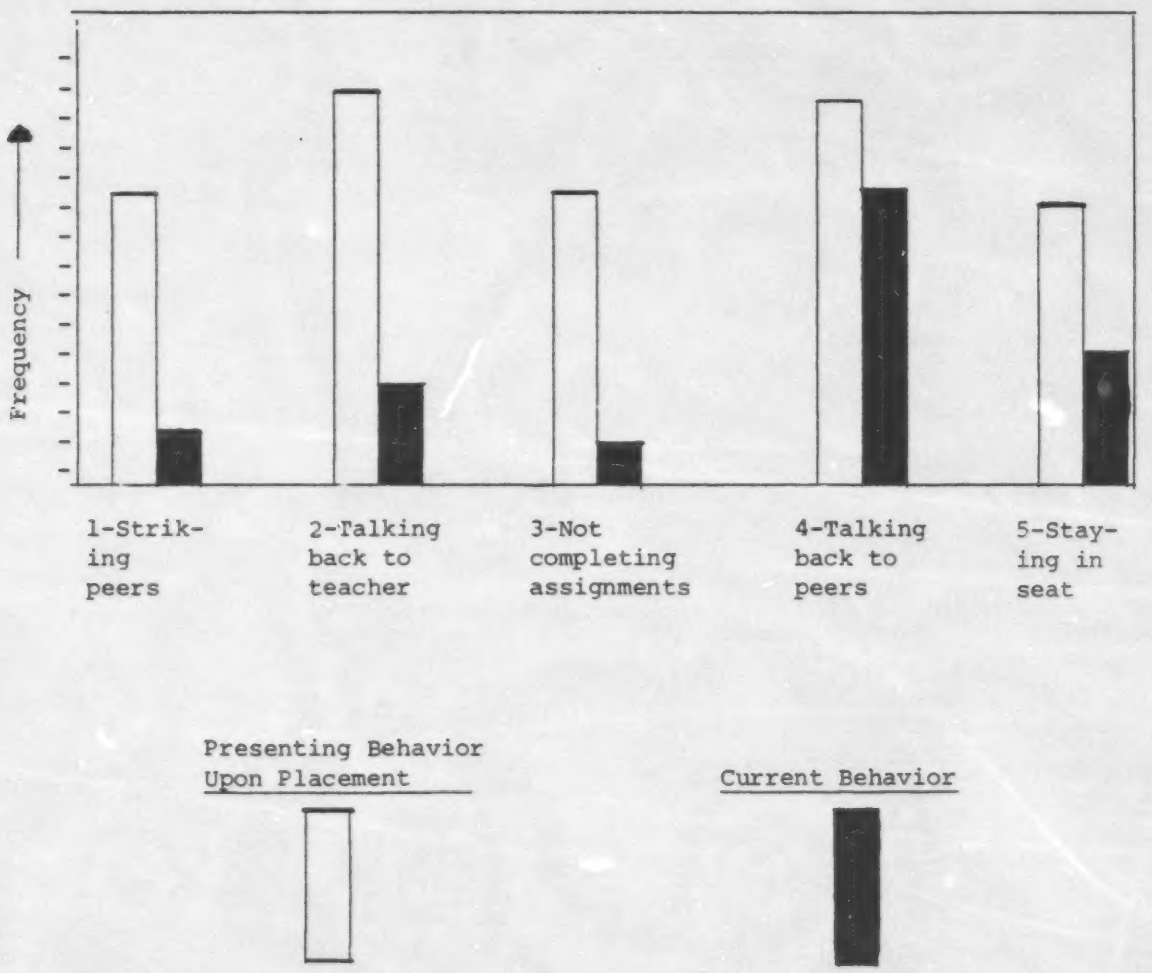
   Management Techniques for General Education Class. . . . Billy's outbursts occur when he is confronted with problems that overwhelm him. Keep tasks simple; explain the process needed to solve the problem.

Written and easy to follow reports of this nature focus re-entry discussions on the student's problems or behaviors that required special education intervention in a restricted environment and the current status and/or management techniques used by the special education teacher to assist the student to cope with his/her behaviors. General education teachers and other building staff can begin to determine if the student's current status is of a quality and quantity appropriate to their environment. Behaviors that caused the student's placement in the restricted

environment must be demonstrated to be under control to such an extent as to warrant return to the general education environment. This is a major point in choosing an appropriate format to describe entry and exit behaviors of students from the restricted environment.

Another useful format is charting of the frequency of aberrant behaviors. Figure 3 is an example.

Figure 3.



Concurrently with any graphic data, anecdotal or teacher information that fully describes the student's current behaviors should be presented at the staffing.

Prior to the initial staffing for re-entry, the special education team should be prepared to answer questions that the general education teacher, principal and other building staff might ask regarding the student's behavior. Some questions freqently asked are:

- Has Tom recently had any serious behavior reactions?
- What are the real changes in Tom's behavior?
- How do you control Tom's aggressive behavior?
- How do you avoid confrontation with Tom when he experiences (failure, frustration, anger, rejection)?
- What techniques are effective in dealing with this child?
- Will teacher time that is normally accorded to the "regular" class members be diverted to the behaviorally disordered child?
- What support will be available to me in dealing with this child?
- How can my class be prepared for accepting the child?
- What accommodation does the total school need to make?
- What can you show me that would indicate Tom can be successful in my class?

Preparing answers to these difficult inquiries will help the special education team feel more confident and knowledgeable in dealing with general education teachers, principals, and other staff.

The initial impressions made before and during the first meetings between special and general educators regarding re-entry of the behaviorally disordered student are extremely important. The objective of the meetings, from the perception of the special education personnel,

should be to "win friends and encourage an attitude of 'CAN DO'." Orchestrating the strategy and preparing for the general educators' questions help special education personnel meet this objective.

Clearly, the philosophy "helping the child because you're a good teacher" will have impact as long as the words are heard. Yet, the memories of aberrant, anti-social, aggressive behaviors withstand many seasons. Clear and definitive graphic, written and verbal, descriptions of the previous and current student behaviors are valuable tools of persuasion. It may help to think of the job of the special educator as one of selling the student to a hesitant consumer.

Preparing the Student

The seriously behaviorally disordered student should be a part of the group planning for his/her return to the general education class. His/her understanding of the objective - full participation in the general education program - and his/her active involvement in activities designed to meet that objective can decrease the amount of time he/she must spend in the restricted placement.

One of the first activities a special education teacher and student can plan together is simulation of the general educational program. In most instances, the environment, curriculum and methodologies of instruction for seriously behaviorally disordered students in restricted environments are significantly different than those of general education. The special education teacher must identify the strengths of the seriously behaviorally disordered student and begin to use those strengths in simulation activities. For instance, if the student is strong in the

area of mathematics, the special education teacher might begin by requiring the student to work in the regular mathematics curriculum. Gradually, the duration of the lesson and the assistance provided by the special education teacher becomes equivalent to that afforded any student in the general education classroom. No "special" considerations are given the student; he/she "tests" his/her ability to simulate the tasks required in the general education program.

With the student's knowledge of the objective and participation in the planning of activities to meet that objective, the simulation activities acquire significant meaning. The teacher should help the student chart appropriate and inappropriate behaviors exhibited during the simulation. The student can also chart gains made in academic areas. Teacher-student discussions of the data can lead to a better understanding of the factors that support or interfere with participation in the general education environment. Given that the objective of the program is to assist the student achieve normalization, when factors which inhibit normal behavior become apparent, counseling and discussion with the student concerning those behaviors should result in his/her becoming aware of the rationale for his/her continued placement. The student's knowledge grows as he/she charts or documents inappropriate behaviors that continue to interfere with participation in the general education program. Figures 4 and 5 are examples of such charts.

Data collected weekly over a period of time by the teacher and the student will help document the frequency of occurrence of behaviors that caused the restricted placement. Student participation in the process will strengthen the "teamwork" concept among school personnel, student and parents in preparing the student for the general education program.

Figure 4.

Frequency of Inappropriate Behaviors

Week No._____	Name:					
BEHAVIOR	Mon.	Tues.	Wed.	Thurs.	Fri.	Total
Teasing Other Children						
Temper Tantrum						
Hitting Other Children						
Aggressive Behavior Against Authority						
Stealing						

Figure 5.

Seriousness of Inappropriate Behaviors

Week No._____	Name: (Degree of Seriousness)	
BEHAVIOR	Low High	Total
Teasing Other Children		
Temper Tantrum		
Hitting Other Children		
Aggressive Behavior Against Authority		
Stealing		

Student participation in preparing and documenting normalized behaviors adds integrity and strength to the discussion of re-entry. Often, participation of the student is viewed by general educators as a strong indication that controls are "in-place." Information supplied by the special education teacher showing that the student has successfully participated in instruction in the general education curriculum using simulation techniques can further convince general educators that the student is ready for re-entry.

Summary

Special education services to seriously behaviorally disordered students should lead to partial or total re-entry of the student into the general educational program. Due to the reputation these students acquire in their school environment prior to their restricted placement, their acceptance back into the general education program is difficult to accomplish. Special education personnel should develop written plans which address all relevant variables that might hinder re-entry. Communication among special education personnel and parents, students and general educators should be structured to assure accurate description of the student's current educational and behavioral status. The focus of all communication between special education personnel and others relative to the student's re-entry is to "Accentuate the Positive."

If the special education services in a restricted educational environment are really effective, the number of seriously behaviorially disordered students who re-enter the general education program will continue to increase. Having a systematic and deliberate plan to accomplish that goal is the responsibility of the special education staff.

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